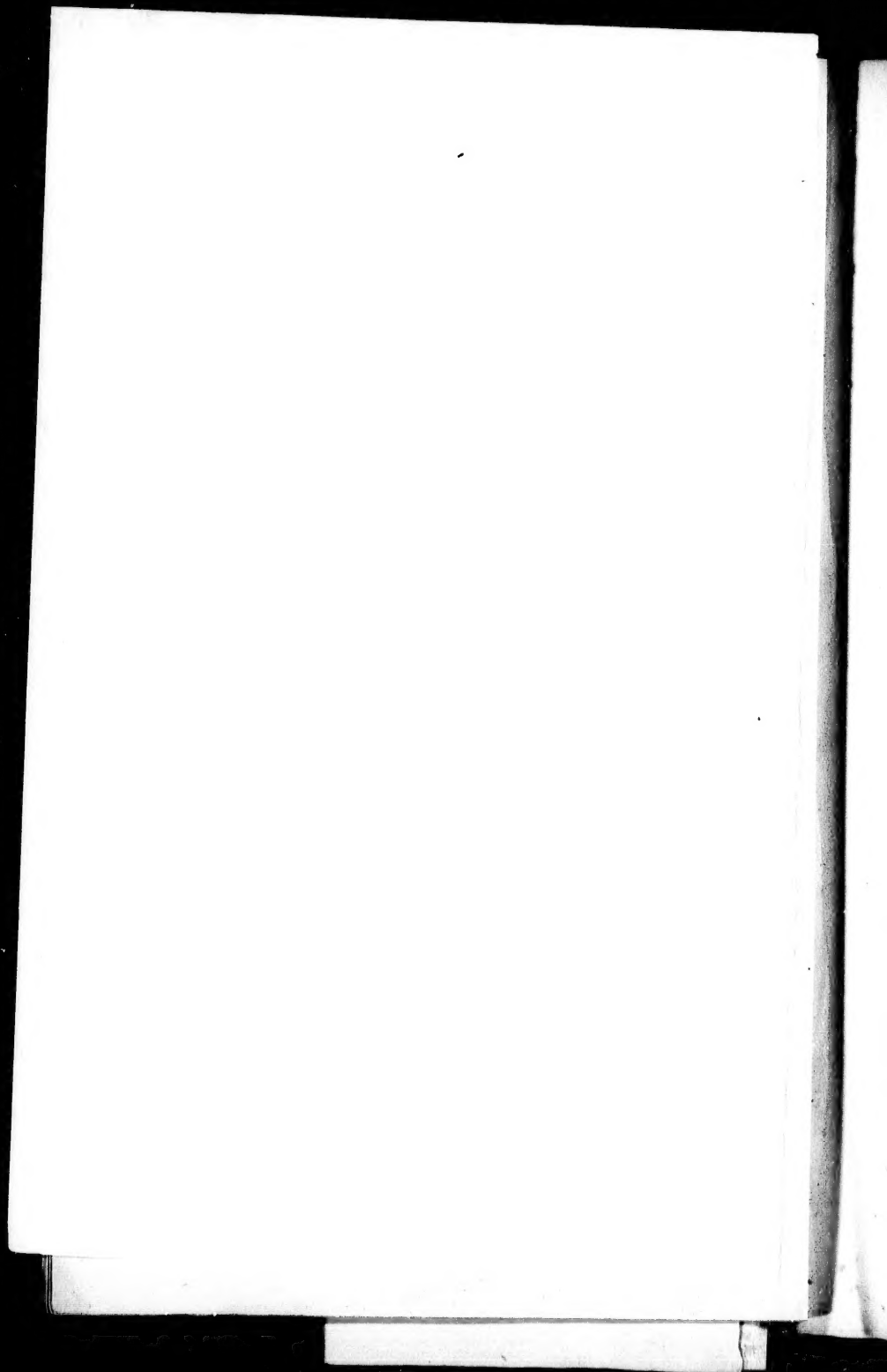




[PRIVATE.]

LETTER
FROM
THE LIEUTENANT GOVERNOR
OF
NEW BRUNSWICK,
TO
THE COMMISSIONERS UNDER THE ACT OF ASSEMBLY,
17TH VICTORIA,
RELATING TO KING'S COLLEGE, FREDERICTON.

FREDERICTON, N. B.

1854.

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LETTER, &c.

*Government House,
Fredericton, August 3rd, 1854.*

GENTLEMEN,—The Provincial Secretary has been directed to forward to you the Commission issued by me in pursuance of the Act of last Session.

I am desirous, at the same time, of placing in your hands certain observations of my own, which I do not call by the formal name of "Instructions," because I have no desire to fetter or control in any way the discretion which the law vests in you. The confidence which I have in that discretion is sufficiently shewn by your appointment.

I might content myself with referring you to my letter to the Chancellor of King's College, of September 28th, 1852, and the other papers published with it in the Journals of the Assembly of 1854: indeed I cannot now address you without the risk of repeating what will be found in those documents. My wish, however, is to offer such remarks as may perhaps, whilst they guide your inquiries, keep strongly before you the objects to be aimed at in your report.

I may add, that any additional information, or any assistance which I can afford to you, by personal conference or otherwise, will be most readily given.

From the papers already printed, and from all that has passed, it is obvious enough that the real problem to be solved, is this—

"In what manner can the establishment and endowment of King's College be rendered most generally useful to the people of this Province, by contributing to the promotion of sound learning and superior education?"

I say that this is the problem to be solved, because the Act in pursuance of which you are appointed implies an admission that such a result is practicable. The proposition originally made in the Assembly was to withdraw absolutely and entirely the whole endowment derived from the Provincial Treasury; the authority to appoint your Commission was carried as an amendment to that proposition, and certainly involves the expectation, or at least the hope, that means may be devised for extending the utility of the foundation to which it relates.

It will probably very soon occur to you that the one indispensable condition for securing any such result is a general and increasing confidence in the Institution itself, on the part of the parents and guardians of our young men. Without this nothing

can be done. Whatever is taught must be in itself such, and must be so taught, as to meet the wants and be within the reach of our farmers, our lumbermen, our shipbuilders and our merchants. We must therefore be prepared to offer such instruction as will have some immediate bearing on the progress in life of the young man whom we profess to educate : without fulfilling this condition we shall never get him to our school at all. But the essence of a College or University requires, moreover, that such an institution should embrace a wider range of study, and should combine, with useful knowledge, those elements of classical literature, and of abstract science, which serve to raise the character and refine the taste of every class in every country. All our pupils will not profit by the offer of such teaching, but in every large number there exists a certain proportion of happier natures, eager to seize on the opportunity of imbibing more refined tastes and higher knowledge. The native of this Province who desires deliberately to forego the chance of imparting such instruction to those who are willing to accept it, must profess at once that he intends the Legislators and the Gentlemen of New Brunswick to sink contentedly to a level lower than that of their brethren in Canada or the United States. Few, however, would venture to prove their patriotism by openly expressing such a wish for themselves or their children. Indeed, the more urgent is the pressure of the material wants in a society such as this, the more important is it to secure the chance of offering to all, that liberal cultivation which may serve to leaven the mass, and soften, while it elevates, the character and feelings of the whole.

I think, however, that the sharp and distinct line which in older countries separates the School from the University, cannot in every case be drawn in a less advanced state of society ; nor is this to be wondered at. It is the same in other pursuits. In a European capital the wholesale and the retail dealers are persons almost in different classes of society ; in America no such clear distinction can be said to exist.

It may be questioned perhaps whether one cause of the failure of King's College is not to be found in the struggle to maintain in too clear and definite a form this very difference between a School and a College.

The Collegiate School at Fredericton is, I believe, a very useful Institution. It is governed by the College Council, and derives its resources from their funds. It may be for you to consider whether a closer connection between these two establishments would or would not be beneficial to both. It is possible that the upper classes of the School might advantageously attend the lectures of some of the College Professors, and on the other hand, the less advanced students of the College might profit by accurate grammatical instruction in the School.

This appears possible, because, as you well know, a College in a Province like New Brunswick receives young men, or rather boys, at such an age that their previous instruction has been scanty, and their conduct and progress cannot be trusted wholly to a sense of right or the impulse of proper feeling. For this reason too, among others, it will be a part of your duty to inquire whether the discipline hitherto enforced at King's College has been sufficiently stringent in its character, not only as regards attendance at lectures, but also with reference to the individual freedom of egress and the moral habits of the students residing within the walls. I doubt much whether such an amount of personal liberty and discretion as forms part of the essence of academical life in Europe can be safely conceded to youths of the class and age likely to frequent King's College, Fredericton.

In considering all these topics you will bear in mind the absolute necessity which exists for inspiring parents and guardians with full and complete confidence on two points, first, the utility of what is taught; second, the soundness of the morality and discipline. Unless this confidence can be produced no large increase in the number of pupils can be expected, and without an increase of pupils increased usefulness is impossible.

It is not desirable to profess to teach too much, but what we do profess to teach should be taught thoroughly. There are everywhere young men of peculiar aptness for learning who will teach themselves if they have but the opportunity placed before them; but these are not the mass. As a general rule, I myself believe that academical instruction, in order to deserve its name and be thoroughly effectual, must partake of a double character: it must be partly professorial and partly catechetical. The large views, the combined interest which belong to any branch of science or knowledge are best conveyed by lectures, but the indolent or the careless profit little by mere lectures. A pupil should be prepared for receiving the instruction given in a lecture by previous reading, and he should be closely questioned from day to day so as to ascertain that he has imbibed and assimilated the facts and principles conveyed by oral teaching or illustrated by experiment.

Facilities might perhaps be given at King's College to persons desirous of following any particular course of study without becoming regular pupils of the establishment or taking a degree. The progress of such persons might be attested by a certificate of competency granted after examination by the Professors whose lectures they had attended. The success of Mr. Cregan's course of Civil Engineering and Surveying during last Winter, is at least encouraging.

It has sometimes occurred to me as possible that the professorial lectures at King's College may hereafter be made available for the

improvement, of the higher class at least, of our School Teachers. It may be a very material point for your consideration, whether, if the Normal School were again moved to Fredericton, it would be possible to organize some connection between it and the teaching of King's College. Such an arrangement would tend to raise very greatly the general standard of education throughout the Province. I throw this out merely as a suggestion, and I am by no means confident that it could be easily carried into effect.

Another doubtful question may be the expediency of creating in the College Grounds a small model farm on which practical illustrations of scientific Agriculture might be afforded and explained. As I have already observed, however, it would not be desirable to attempt too much at first.

In your Report you will have in some degree to discuss the difficult subject of religious discipline and instruction as connected with King's College. I need not tell you that no religious test could consistently with the spirit of our institutions be imposed on Students admitted to the College, or on Candidates for a degree.

At the time of entrance of a pupil, his parents or guardians might perhaps be called on to do one of two things; either to allow him to profit by such religious teaching and religious worship as were offered by the ordinary regulations of the College, or to name and arrange with some Minister in Fredericton at whose hands they desired the boy to receive religious instruction. It would then be the business of the College authorities to receive from such Pastor or Minister, weekly certificates shewing how far the Student had attended at the Minister's house and at the usual place of worship. For the character of the instruction so imparted the parents and the person whom they selected would be wholly responsible: the College authorities would only see that the young man availed himself of it. I see no device other than this, or something resembling this, by which a College, open to all, and established and conducted at the public expense in these Colonies, can now enforce on its Students religious instruction of any kind.

It is possible that some parents might wish their children to board in the house of the pastor to whom they entrusted their religious tuition; nor do I know that under proper restrictions and safeguards, such a permission would be inconsistent with Academic discipline—but I doubt not, that all these points will receive your best consideration.

It will be for you to weigh carefully the arguments in favour of paying the Professors of the College by a salary only, or partly by a salary and partly by fees. The latter system certainly gives each Professor a strong interest in increasing and maintaining the number of his class, whilst the partial endowment by salary prevents his entire dependence on mere popularity.

You will bear in mind that King's College is a Royal Foundation, and that any change in its charter or its general objects ought to be submitted for the pleasure of the Queen.

There is one point especially on which I think it necessary to offer a caution. It is not in any way probable that a plan for re-organizing the College and extending its utility would necessarily dispense with the services of all those who now give instruction there; but if you should feel it your duty to recommend any personal changes, you may naturally suppose that the Legislature would be reluctant to destroy entirely the prospects of any gentleman who had come to this country, and abandoned the pursuit of his profession elsewhere, in reliance on the public faith. Now it might perhaps occur to you that any indemnity or retiring allowance recommended on such considerations, would be most conveniently charged on that portion of the endowment which is derived from the Civil List. It by no means follows however, that Her Majesty would be advised to assent to such an application of any part of this fund, which was originally assigned to the College for the purpose of carrying on its active functions. On the other hand, I have no doubt that any proposition of this kind made by you, on sufficient grounds, would meet with due consideration, though I cannot pledge myself that it would be considered admissible, even if approved of by the Legislature. This among others is a reason why I wish that the Government should be in possession of your Report by the 1st of November next, in order that an opportunity may be afforded of submitting the whole of your suggestions and advice to the Secretary of State for the Colonies.

I enclose in this letter a copy of some correspondence on the subject of King's College which has already taken place between His Grace the Duke of Newcastle and myself, and which may interest you. The larger sphere of usefulness which is hinted at in this correspondence, as formerly attainable by a University in these Colonies is I fear now purely speculative.

It may also be useful to place in your hands the enclosed printed Prospectus of the course of Education proposed to be adopted in King's College, London, for the new department of "Civil Service and Commerce." I have obtained this paper from my friend Dr. Jelf, the Principal of King's College, because I thought it possible that the practical character which has been given to this course may be such as to meet some of the wants of a new country, or may, at any rate, supply some hints with reference to the course of study which it is most expedient to promote in this Colony.

I have the honor to be, Gentlemen, your obedient servant,

EDMUND HEAD.

Messrs. Hon. J. H. Gray,
Dr. Ryerson,
John W. Dawson, Esq.

ENCLOSURES.

No. 1.

(Copy.)—No. 25.

*Government House,
Fredericton, 9th April, 1853.*

MY LORD DUKE,—I think it my duty to place in your Grace's hands copies of a letter addressed by me as Visitor of King's College, Fredericton, to the Chief Justice as Chancellor of that Institution.

This College was founded by Royal Charter in the year 1827, whilst Sir Howard Douglas was Lieutenant Governor of New Brunswick. The Charter was amended and altered by an Act passed in the eighth year of Her present Majesty.

Since its foundation it has struggled on without producing any effect proportionate to its endowment, and without securing to itself the confidence of the people of the Province.

In 1851 an Address was presented by the House of Assembly, praying me to stop the allowance paid from the Provincial Revenue under the 3rd Section of the Act of Assembly, 9 Geo. IV. c. 29.

2. Upon this Address I was advised by the Law Officers of the Crown that no action could be taken; because so long as the Act itself was unrepealed, and so long as the sum stipulated was paid from the Civil List, the money granted from the Provincial Revenue was due to the Corporation and could not be withheld on an Address of one Branch of the Legislature.

Entertaining as I do a very deep sense of the importance of preserving an endowment in aid of the higher branches of Education, I did not hesitate to act on this advice. At the same time I have kept steadily in view the hope of stimulating some healthful movement on the part of the College which might cause the public to place confidence in the Institution itself.

3. On my return from England therefore last autumn, I addressed the enclosed letter to the Chancellor. The College Council in consequence of this letter appointed a Committee, consisting of the Bishop, the Attorney General, and Mr. Justice Wilmot, for the purpose of conferring with me. After some delay I have met this Committee. They have reported to the College Council, and the result has been, certain additional Statutes which I have approved as Visitor, and of which I now enclose a copy for your Grace's information.

Your Grace will see that it is the intention of the Council to take a first step by organizing a plan for giving instruction in Civil Engineering, and by some minor changes, which will at any rate convey to the public a notice that we are preparing to do something likely to make the College more generally useful.

4. My printed letter will explain the defects and the difficulties

under which we at present labour. I ought to add, however, a few words in explanation of the peculiar position in which we are placed.

5. It may seem strange to your Grace that an Institution founded so many years ago in direct imitation of the English Universities should have been thought likely to meet the public wants then, and yet, that as the Province increased in wealth and in importance the appreciation of Education of the higher kind should seem to have decreased. It must be recollected, however, that a large portion of the settlers in New Brunswick at the end of the last century were American Loyalists, who brought from an older and more advanced country a feeling for British Institutions and a desire to promote knowledge of a higher kind. These persons, and many of their sons, could feel a pride in the notion of possessing a University of their own, which has ceased to animate the next generation not imbued with precisely the same feelings, and more sensible of the immediate necessity for gaining their own livelihood and supplying their material wants. The same difficulty has been experienced in many of the Colleges and Universities incorporated in the United States. Some details on this subject will be found in my letter. I need not observe too that the system of Government and the amount of local action in the Colonies has altered materially since the original Charter was granted. It is not surprising, therefore, that a different view should be taken of many questions.

6. I think it very much to be regretted that, instead of founding two Colleges such as that at Windsor in Nova Scotia, and that of King's College at Fredericton, some one Institution was not originally organized as a College or University for all these "Lower Colonies," as they are termed, including Prince Edward Island. Nor am I sure that some such plan might not be advantageously discussed, even at the present time. Windsor, I believe, is either extinct or in a very languishing condition.

I cannot flatter myself that agitation on the subject of King's College will cease. This very Session a return of the whole expense incurred in the construction and endowment of King's College has been moved for in both branches of our Legislature. When this return is made some action may probably be taken.

7. It is obvious enough that one University would amply meet the wants of Nova Scotia, New Brunswick, and P. E. Island. By united means such an Institution might be worth something, whilst our separate efforts will be comparatively valueless, and will, in all probability, end in leaving all the three Colonies without one Institution capable of imparting a superior education of any kind. King's College is a Royal Foundation: it would therefore be manifestly improper for me to discuss any plan affecting its future

existence without first submitting my views to Her Majesty's advisers. Should your Grace think it worth while to communicate on the subject with His Excellency the Lieutenant Governor of Nova Scotia, and with the Lieutenant Governor of P. E. Island, the possibility of executing some such scheme might be considered in these Colonies.

8. I have sometimes thought that the most feasible plan would be the creation of a body, resembling in its principle the University of London, by which the examinations should be regulated, and degrees should be granted, whilst the instruction was given in Institutions affiliated to the University, and situated locally in the different Provinces. In this way the existing Buildings and any local endowments might be turned to account, whilst the jealousy which would ensue from the position of the whole institution in a single Colony would be obviated. Such separate establishments might discharge different functions. General Literature, Classics, and pure Mathematics, might be taught in one, whilst instruction in Natural History, Physical Science, Engineering and Agriculture, was given in another. The government of any such University as a whole would consist of a Body of Trustees representing the several Provinces, controlling the action of the different Colleges, and regulating the examinations on which the degrees were conferred. If a Medical School were desired, such a School might be established in some large city like Halifax or Saint John where an Hospital could be made applicable to the purposes of clinical instruction.

9. The condition of things in British North America, would make it essential that no religious tests of any kind should be allowed, and that no religious instruction according to the creed of any one denomination, should form an authoritative part of the University course. A plan somewhat resembling that of the Queen's Colleges in Ireland, by which pupils should reside with proper persons of their own religious persuasion licenced by the University, and answerable for their religious teaching and moral guidance, would be most likely to find favour with the public. From the debate in the Canadian Parliament of February 25th, I infer that there is a tendency to adopt some such scheme in Canada. One thing is clear—whatever our own convictions may be as to the principle of education which is best in the abstract—no plan which clashes with popular feeling, or inspires the smallest mistrust among those who are to profit by it, can succeed or be maintained for any length of time.

10. Your Grace will no doubt remark, that it is easy to write vaguely as I have written in this Despatch, but that the real difficulty of any such scheme will meet us when we attempt to obtain concerted action on the part of three different Legislatures, and

when we try to frame the practical details necessary for carrying out any such plan. I am quite aware of these difficulties, and I fully appreciate their magnitude. They are likely to be at least as great in New Brunswick as in any one of the other Colonies. Indeed I do not feel sure that they would not be insuperable, but I have thought it right to explain to your Grace the considerations on this subject which have repeatedly forced themselves on my own mind, and which have induced me to do what I have done.

11. If it be your Grace's pleasure to consult the Lieutenant Governors of the other Colonies on the general bearing of the whole subject, you will no doubt learn from them whether there be any prospect that an arrangement of the kind would find favour there.

I could not properly communicate with them directly in such a matter, until I had submitted it to your Grace. I feel far from sanguine as to the probability of success under any circumstances, but I cannot reconcile myself to the notion that half a million of Her Majesty's subjects in these three Colonies are likely, in the course of a short time, to be left without any provision of any kind for education in the superior branches of knowledge. I may appear to be catching at a straw, in hinting at such an alternative as I have suggested above. In the meantime, so far as King's College, Fredericton, is concerned, I shall spare no effort which it is in my power to make, in order to increase its utility, and to inspire the population of New Brunswick with a desire to profit by any advantages which it may afford.

One thing alone is clear—it cannot go on long in its present condition, and unless a rapid change can be effected, an attack upon its existence, if not made in the present Legislative Session, cannot be very remote.

I have, &c. &c.

(Signed)

EDMUND HEAD.

His Grace the Duke of Newcastle, &c. &c. &c.

No. 2.

(Copy.)—No. 25.

Downing Street, 7th May, 1853.

SIR,—I have to acknowledge your Despatch, No. 25, of the 9th ultimo, enclosing a Letter addressed by you to the Chief Justice as Chancellor of King's College, Fredericton.

2. I am very sensible of the importance of the views developed in your Despatch and in that letter, and concur generally in your opinion that the establishment and maintenance of some central institution, either in the shape of a jointly established College, or in that of a Board like the University of London, conferring degrees

on the Scholars of local Colleges, (which latter almost probably offers the best prospects of success,) might, if the experiment were ably conducted, confer great advantages on the Provinces which you have named.

3. As the best method which at present occurs to me of furthering these views, or at all events of promoting information and discussion respecting them, I have transmitted an extract of your Despatch, and the enclosed letter, together with this answer, to the Lieutenant Governors of Nova Scotia, Prince Edward Island, and Newfoundland.

I have, &c.

(Signed)

NEWCASTLE.

Lieut. Governor Sir Edmund Head, &c. &c. &c.

No. 3.

KING'S COLLEGE, LONDON.

DEPARTMENT OF "CIVIL SERVICE AND COMMERCE."

This Department is intended, (1) for Gentlemen expecting Appointments, or intending to offer themselves as Candidates for Appointments, in the Civil Service of Her Majesty's Government, or in that of the Honourable East India Company; and (2) for Gentlemen preparing themselves for Mercantile, Legal, or other similar occupations.

The course of instruction will embrace—

Latin, and Ancient History; Mathematics, Arithmetic, and Book keeping; French and German; History, general and political; Geography; English Literature and Composition; Law, municipal, international, and commercial; Political Economy.

Instruction can also be obtained, within the College, in Greek, Italian, Spanish, Chinese, the Oriental Languages, Botany, Chemistry, &c.; but, as these do not form part of the regular course, an extra fee is charged for each of these subjects.

The different Classes are conducted by the following Professors and Lecturers:—

Religious Instruction, according to the principles of the United Church of England and Ireland, by the Rev. E. H. Plumptre, M.A. Chaplain, late Fellow of Brasenose College, Oxford.

Latin, and Ancient History, by the Rev. R. W. Browne, M.A. late Fellow and Tutor of St. John's College, Oxford, Professor; and the Rev. J. S. Brewer, M.A. of Queen's College, Oxford, Lecturer.

Mathematics, by the Rev. T. G. Hall, M.A. late Fellow and Tutor of Magdalene College, Cambridge, Professor; the Rev. T.

A. Cook, M.A. of Trinity College, Cambridge, and T. M. Goodeve, Esq. M.A. of Saint John's College, Cambridge, Lecturers.

English Literature and Modern History, by G. W. Dasent, Esq. D.C.L. of Magdalene Hall, Oxford, Professor; and the Rev. J. J. S. Perowne, M.A. Fellow of Corpus Christi College, Cambridge, Lecturer.

The English Language, Composition, &c., by the Rev. J. J. S. Perowne, Fellow of Corpus Christi College, Cambridge, Professor. *Geography*, by Rev. C. G. Nicolay, Lecturer.

French, by Isidore Brasseur, Professor; and by Lecturer.

German, by Adolphus Bernays, Ph.D. Professor.

The Law of Nations, by Travers Twiss, Esq. D.C.L. Fellow of University College, Oxford, Professor.

English Law and Jurisprudence, by James Stephen, Esq. Barrister-at-Law, Professor.

Commercial Law, by Leone Levi, Esq.

Political Economy, by Professor.

Arithmetic and Book-keeping, by J. W. Le Jeune, Esq. Arithmetical Master of King's College School.

REGULATIONS RESPECTING STUDENTS.

The Students received into this Department are—

I. *Matriculated Students*, or those admitted to the regular and prescribed course of study. Each candidate for Matriculation must produce a testimonial of good character from his last instructor; and when admitted by the Principal, must subscribe his name to a declaration that he will conform to all the rules and regulations which may from time to time be prescribed for the good government of the College, under the sanction and authority of the Council.

No one can be admitted a Matriculated Student under Fifteen Years of Age.

The Fees payable by Matriculated Students amount to £12 12s. per Term. The Fees for the first two Terms (except under special circumstances) are to be paid upon entrance, in addition to £4 15s. 6d. for Matriculation.

The *Academical Year* consists of *Three Terms*: viz. *Michaelmas Term*, from the beginning of October to the week before Christmas; *Lent Term*, from the middle of January to the week before Easter; *Easter Term*, from Easter to the end of June.

A limited number of Students are admitted to reside in the College, under the charge of a resident Censor. The expense varies from £50 to £60 per annum, according to the position of the rooms. In this amount is included the whole expense of Rent for furnished rooms and of attendance throughout the year, of fuel during the two Winter Terms, and of dinner during the time that Lectures continue.

II. Occasional Students.—The different Classes in this Department are likewise open to any Gentlemen whose age or occupations may not allow them to attend the whole of the Course, but who may wish to avail themselves of the opportunity of studying any particular subject.

FEES FOR SEPARATE COURSES:—

	TERM.	PER ANN.
	£ s. d.	£ s. d.
Latin and Ancient History, . . .	4 4 0	10 10 0
Mathematics, . . .	4 4 0	10 10 0
History and English Literature, . . .	2 2 0	5 5 0
Composition, . . .	2 2 0	5 5 0
Geography, . . .	1 1 0	2 12 6
Law, . . .	2 2 0	5 5 0
French, . . .	2 2 0	5 5 0
German, . . .	2 2 0	5 5 0
Chinese, . . .	5 5 0	
Oriental Languages, . . .	2 12 6	
Political Economy, . . .	2 2 0	5 5 0
Arithmetic and Book-keeping, . . .	2 2 0	5 5 0

HOURS OF ATTENDANCE.

	M.	Tu.	W.	Th.	F.	S.
Chapel,	10	10	10	10	10	10
Divinity,	..	..	11—12	..	..	11—12
Law, (Blackstone's Commen- taries),	..	9—10	..	..	9—10	..
Mathematics,	10—11	10—11	10—11	10—11	10—11	..
Latin,	..	12—1	..	..	11—12	..
Ancient History,	..	..	..	11—12	..	..
French,	11—12	..	11—12	..	..	10—11
General History,	..	..	12—1	..	12—1	..
English Composition,	12—1	11—12	..	12—1	..	..
Modern History and English Literature,	..	1—3	..	..	1—3	..
German,	1—3	..	..	1—3	..	..
Geography,	..	..	2—4	..	..	..
Arithmetic and Book-keeping, The Law of Nations,	3—4	3—4	..	3—4	3—4	..

Full particulars upon all subjects connected with this Department may be obtained by application to J. W. Cunningham, Esq. Secretary.

R. W. JELF, D.D. *Principal.*

King's College, London, April 11, 1854.

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